A bridge to better teaching: mentorship via distance technologies.

Our team of consultants is offering technical assistance via distance technologies to select teams working with complex children who have multiple disabilities, including vision loss and/or Deaf-Blindness. This unique approach will afford teachers and service providers the opportunity to increase their competency and implement promising practices with the support of experienced, trained professionals. Your district will be one of the first teams in Kansas to receive this intensive assistance using new and exciting technologies.

KSSB
NCDB
KS DB Project

Kansas Distance Mentorship Project

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Using technology to help teachers working with ‘complex’ children.

- Even the best teachers are often unprepared to instruct children who are ‘complex’. Children with multiple disabilities, especially sensory loss, present unique challenges for instructors.

- In these situations, it is critical that teachers have access to experienced practitioners who can help them develop an educational program that considers the child’s unique needs.

- Traditionally this has meant waiting long periods for a consultant to visit the school. New technologies, however, allow us to bridge this gap and deliver promising and evidence-based practices in a timely and effective manner.

- Research has shown that interactive videoconferencing can increase the likelihood that knowledge transfers to the settings in which it will be relevant. It creates new learning opportunities and increases communication between consultants and teachers.

Overview:

- Expert consultation is provided for approximately 12 weeks to select teams working with students with multiple disabilities, including sensory loss (Visually Impaired, Hearing Impaired, Deaf-Blind). Students must be between the ages of birth-21.

- Consultation is provided by specialists from the sponsoring agencies, with occasional assistance from external consultants who have expertise in the field.

- Teams working with school-age children must include the child’s primary teacher, parent or guardian, a paraprofessional/intervener, and an administrator. Each team will appoint a contact person for purposes of communication and consistency.

- The Distance Mentorship project typically begins with an on-site visit to meet the team, establish expectations, ensure the requisite technology equipment and skills exist, and gather signatures.

- Teams will agree to collect video of the child in his/her customary environments and share this with the consultants. Outcomes are selected in advance and measured over time.

- A wiki site will serve as an electronic repository for the project, hosting video samples, action plans, best-practice resources, and a discussion forum.

Benefits:

- Teachers and teams of professionals will receive timely assistance and immediate feedback on suggested best-practice interventions.

- Interactivity between the consultants and providers is markedly increased.

- Children will receive the benefit of ‘best practice’ interventions, enhanced via data collection and review.

Costs:

- Fees will be negotiated with Local Education Agencies and KSSB, based on the total number of contact hours

Timeline:

- Consultations will begin in the fall of 2009 and will last approximately 12 weeks.

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